

Inspection of Cut and Paste Childcare

Putson Baptist Church, Web Tree Avenue, HEREFORD HR2 6HQ

Inspection date: 30 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children progress in a caring and nurturing environment. As soon as children arrive, they wash their hands, hang their coats on their pegs, and put their slippers on. They settle quickly and enjoy playing alongside their friends. Children laugh together as they play in the role-play area and take turns to pour each other a cup of pretend tea. Children seek staff for comfort or reassurance when they are upset. Children are settled and secure as staff help them to learn the nursery routine.

Children's independence is well developed. Children are encouraged to make choices about their play and show good levels of engagement. For example, children choose to make potions. They collect resources to mix mud and seeds together then share their potions with staff, who offer praise.

Children show confidence in communicating their needs. For example, children take books to staff for them to read. They snuggle up as they share stories together and children ask questions about the pictures.

Behaviour is generally good, and children understand behaviour expectations. Staff talk to children about rules and teach them to be kind and considerate. Children stop when they hear the bell ring and they help to tidy away.

What does the early years setting do well and what does it need to do better?

- Staff build on what children know and can already do. They check what children learn and monitor their progress. The key person ensures that next steps are set, and children are supported to achieve these. For example, to encourage a child to use single words, staff empty the water tray. The child points to the water tray and tries to communicate wanting water by saying 'splash'. Staff praise their communication and fill the water tray.
- Leaders identify staff training needs effectively through supervision meetings and mentoring. Staff training has a positive impact on children's learning. For example, staff attend training on how to keep children safe. Children's needs are being met.
- Communication and language skills are well supported. For example, staff repeat key words throughout their daily activities with children. They narrate children's play and ask children questions. Staff model full sentences as they respond to children. As children progress, their vocabulary develops. This contributes to children being able to express themselves. Children develop good listening skills.
- Outdoor play areas help children to access a range of opportunities to develop physically. For example, children crawl through and climb on equipment as they develop their balance and core strength. They access the open space to race

with their friends and practise their running skills.

- Parents are kept well informed about their children's learning at nursery. Key persons share activity ideas with parents that help them to support children's learning. Staff encourage parents to share information about their children's achievements at home and what their interests are. This helps staff to plan for continuity of care and meet the care needs of children.
- Children's nutrition is supported by offering children a range of different fruits and vegetables. Children access the snack area and choose and serve their snacks into a bowl. They pour water or milk into a cup and sit with their friends and staff while they enjoy communal eating. Children learn to self-regulate and how to keep healthy.
- Behaviour is generally good because staff help children to learn rules. Leaders do not always effectively deploy staff to help individual children who need support to be able to regulate their own behaviour.
- Provision for children with special educational needs and/or disabilities (SEND) is good. The knowledgeable and experienced leader works closely with the local authority and takes on board advice from external agencies. For example, when the leader is concerned about a child's progress, she makes swift referrals to other services, including medical agencies and speech therapy services. This helps to ensure that children with SEND make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff check the identification of all visitors to the setting and a record is maintained of their time on site. Risk assessments of all areas of the setting enable managers and staff to successfully identify hazards and take effective action to minimise them. Managers and staff understand their responsibilities regarding safeguarding children. Staff know the action to take should they become concerned about the conduct of a colleague. They make use of local referral procedures, and they ensure that swift action is taken in the event of any concerns about a child in their care. An effective recruitment procedure ensures that staff are suitable to care for children. Children are always supervised well.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- improve the deployment of staff to support individual children who are learning to self-regulate.

Setting details

Unique reference number	EY390963
Local authority	Herefordshire
Inspection number	10167778
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	24
Name of registered person	Price, Claire Ann
Registered person unique reference number	RP514626
Telephone number	07779 608424
Date of previous inspection	1 December 2016

Information about this early years setting

Cut and Paste Childcare registered in 2009. The nursery employs four members of childcare staff. They all hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday during school term time. Sessions are from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Victoria Laird

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, curriculum lead and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, assessed the impact this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- Parents shared their views about the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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